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ABSTRACT

Written in Choctaw and English, the illustrated booklet presents a Choctaw version of "This Little Pig Went to Market." The finger play activity emphasizes Choctaw values and cultural information such as generosity, humor, traditional clothing, designs, food, sports and art. The last page provides a teacher's guide with objectives and six suggested activities. Additional lessons based on this booklet are provided in the "Choctaw Culture Early Education Activities" guide. (ERB)

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Sokosi Aiiha * Little Pigs

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ŠOKOŠI AŁIHA * LITTLE PIGS

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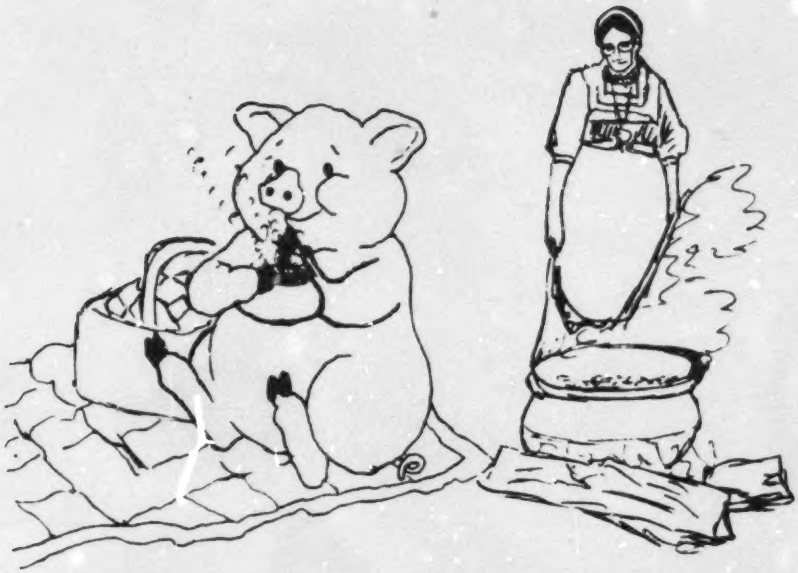
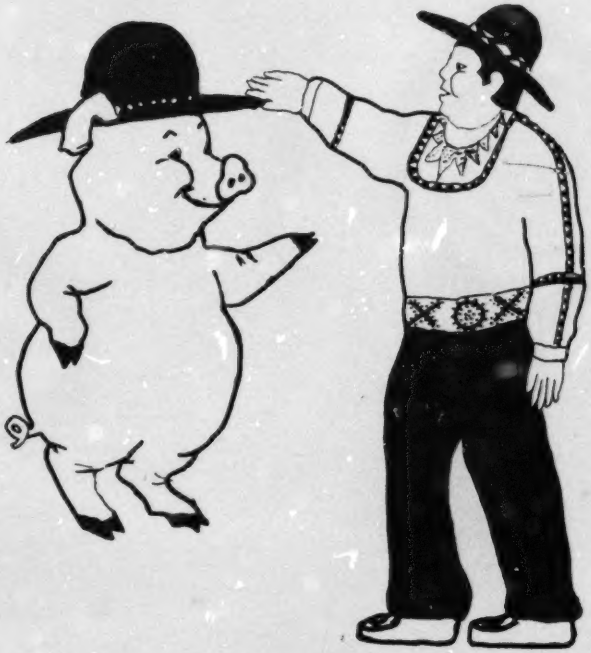
CHOCTAW CULTURE EARLY EDUCATION PROGRAM

Šokoši pato Bok Čito iyahtok. Tąči labona lawat apahtok.



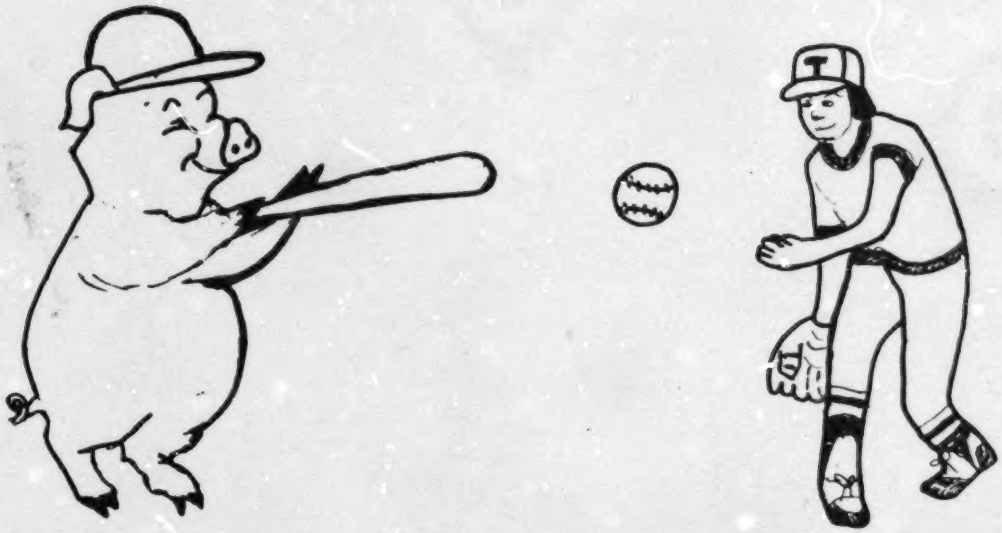
This little pig went to Bogue Chitto. He ate a lot ‘ hominy.

Šokoši pato Oka Homma iyahtok. Hihma Čahta išapo losa okla imahtok.



This little pig went to Red Water. They gave him a black Choctaw hat.

Šokoši pato Tucker iyatok. Tolih wašoha ihkanatok.



This little pig went to Tucker. He learned to play softball.

Šokoši pato Tiyak Hikiya iyahtok Čahta aǩhayat Čahta įloka lobo homma oklah imatok.

This little pig went to Standing Pine. They gave him a red Choctaw shirt.

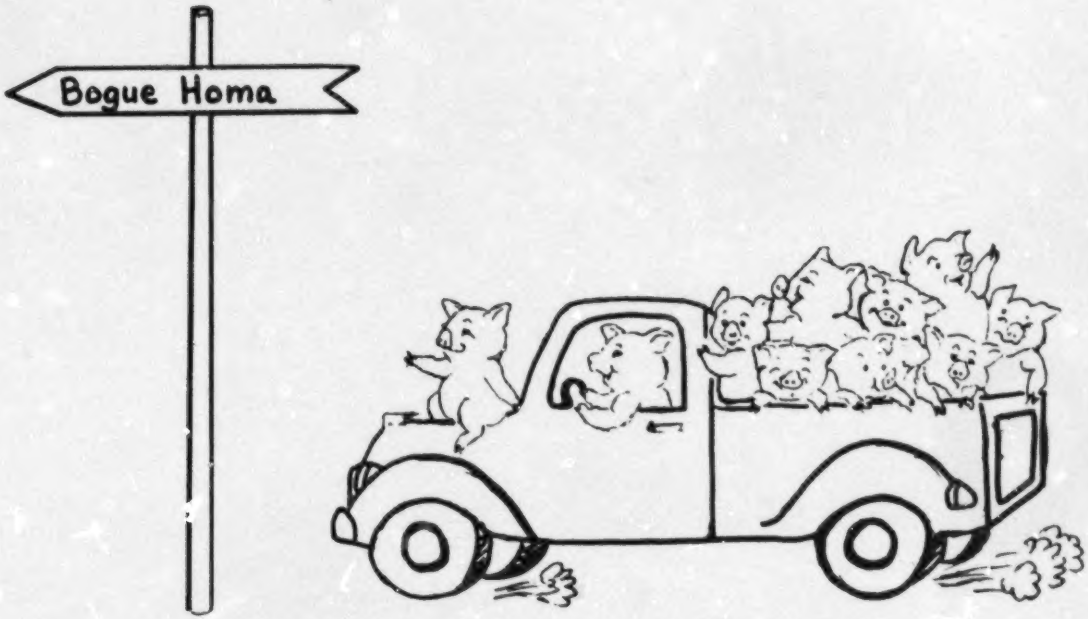
Šokoši pato Biyaša iyahtok. Makmaš kaboča tolit pišatok. Alího!

This little pig went to Pearl River. He tried to play stickball. Ouch!

Šokoši pato Konih Hata iyahtok. Tapošik oklah imahatok.

This little pig went to Conehatta. They gave him a Choctaw basket.

Šokoši alíha pato takŕolạt Bok Homma oklah áyonatok.



These little pigs hollered "Whee! Whee! Whee!" All the way to Bogue Homa!

Šokoši Aĺĺha * Little Pigs
Teacher's Guide

Šokoši Aĺĺha and related activities are enjoyable vehicles for learning important skills and knowledge: left to right sequence, sentence and story order, language development in Choctaw and English, counting, colors, beginning map skills, fine motor development, comprehension, naming, describing and integration of oral language skills. The self-concepts of the children are enhanced through emphasis on Mississippi Choctaw communities and inclusion of important historical and contemporary Choctaw values and cultural information: generosity, humor, traditional clothing, designs, food, sports and art.

Suggested Activities:

1. a. Involve children in toe-play of "This little piggy went to market . . . stayed home . . . had roast beef . . . had none . . . went wee wee wee all the way home." Let children take shoes and socks off if possible, if not use one child's bare feet.
   b. Then introduce "some other little pigs" by reading Šokoši Aĺĺha storybook to children.
   c. Children learn the fingerplay using all ten fingers as illustrated on book cover.
2. Fingerprints
   a. Thinly spread tempera paint with roller or brush on cookie sheets.
   b. Children place hands flat on paint, then "print" on paper.
   c. After the prints dry, let children draw (or cut and paste from xerox or ditto copies) little pig faces and tails on each finger tip.
   d. During activity and when project is completed, encourage children to talk about and practice the fingerplay so they will be able to share it at home.
3. Make piggy finger puppets for Šokoši Aĺĺha fingerplay. Use modeling clay to cover each finger tip.
4. Discuss real pigs. How much do they weigh? How many babies does a sow have in a litter? What do we get from pigs? Display pictures of different kinds of pigs to show variations in color and markings. Take a field trip to see real pigs.
5. Personal experience stories
   a. Use large chart paper for group story dictation.
   b. Take turns talking about what each child likes to do or has done in Bogue Chitto. Then continue with rest of communities.
   c. After story is completed, read it to children. Display in room and read each day for a week.
   d. Small group murals could be created to illustrate children's writing.
6. "Ĺĺikanamomahǫ" (Do you remember?) Comprehension game.
   Ask questions such as: Do you remember . . . where the first little piggy went? . . . what the little pig got at Standing Pine? . . . what the little pig learned at Tucker? . . . what color was his shirt?

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